



SWK 597 Human Trafficking

COURSE SYLLABUS: Summer 2026

INSTRUCTOR INFORMATION

Instructor: Lyndsey Norris

Office Location:

Office Hours: Tuesdays 10-12 pm and 1-3:00 pm and by appointment

Office Phone: N/A

Office Fax:

University Email Address: Lyndsey.Norris@etamu.edu

Preferred Form of Communication: **By Email**

Communication Response Time: Within 48 business hours

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required:

Bales, K. & Soodalter, R. (2009). *The slave next door: Human trafficking and slavery in America today*. University of California Press.

Burk, Mary C. (2022). *Human Trafficking: Interdisciplinary Perspectives*. Routledge.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access:

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COURSE DESCRIPTION

Human Trafficking is a graduate-level course designed to help students gain a better understanding of contemporary human trafficking and modern-day slavery. During this course, you will learn important terminology in this field, the different types of human trafficking that exist, and gain an understanding of the scope of the problem, both domestically and globally. You will also learn about the physical, emotional, and psychological trauma experienced by victims of human trafficking and the methods used to recruit and control them. The roles that entities such as government, the economy, the media, organized crime, and culture play in these complex human rights and social justice issues will also be explored.

STUDENT LEARNING OUTCOMES

(Should be measurable; observable; use action verbs)

The Council on Social Work Education (CSWE) requires a competency-based approach to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values, and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to rural and urban contexts and at the intersection of the two.	As demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating	Knowledge, skills, values and cognitive and affective processes

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	<p>professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.</p>	
<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings</p>	<p>As demonstrated by active attendance of weekly field seminar discussion engagements and Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.</p>	<p>Knowledge, skills, values, and cognitive and affective processes</p>

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<p>Use supervision and consultation to guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments</p>	<p>This is demonstrated by the active attendance of weekly field seminar discussion engagements and 2 hours of supervision per week with the field supervisor to discuss any questions/concerns of the student.</p>	<p>Knowledge, skills, values, and cognitive and affective processes</p>
<p>Design and engage in effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.</p>	<p>as demonstrated by active attendance of weekly field seminar discussion engagements</p>	<p>Knowledge, skills, values, and cognitive and affective processes</p>
<p>Competency 2: Engage in Diversity and Difference in Practice</p>		
<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.</p>	<p>as demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions applying and communicating an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Additionally, guest speakers and discussions assist students as learners and engage clients and constituencies as experts of their own experiences. Students also learn to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies through guest speaker and discussions via Zoom and online. Additionally, students learn of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making,</p>	<p>Knowledge, skills, values and cognitive and affective processes</p>

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	<p>ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.</p>	
<p>Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.</p>	<p>As demonstrated by active attendance of weekly field seminar discussion engagements as well as with guest speakers and Zoom Meet-Up discussions focused on the importance of social workers being lifelong learners in both the rural and urban settings.</p>	<p>Knowledge, skills, values and cognitive and affective processes</p>
<p>Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings</p>	<p>as demonstrated by active attendance of weekly field seminar discussion engagements. Students learn the importance of managing their personal biases and values when working with clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings through the Zoom Meet-Ups and Zoom Discussion.</p>	<p>Knowledge, skills, values and cognitive and affective processes</p>
<p>Analyze the holistic and systemic nature of problems in rural/urban settings taking care</p>	<p>As demonstrated by active attendance of weekly field</p>	<p>Knowledge, skills, values and cognitive and affective processes</p>

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to attend to the special factors of found within each unique environment such as dual relationships, inadequate transportation, and extreme poverty, difficult access to health care, and disenfranchisement from political processes.	seminar discussion engagements	
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COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

In this class, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you have knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email; if you have any issues using the various systems or software, you must contact support services and notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments. Some of these will include experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and contacting the instructor if problems or challenges interfere with optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the instructor and peers and being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can contribute and receive knowledge and skills.

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5. Participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities. This is vital for learning and success in this course and the program.
6. Work ahead when possible, completing assignments before the due date so you are prepared to submit them on the due date.
7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, and work, as well as growth in knowledge, skills, abilities, and personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

ASSIGNMENT	POINTS
Assessments	Value
<i>Reaction Writing Assignments (4 @ 20 pts. each)</i>	80 pts.
<i>Discussion (2 @ 10 pts. each)</i>	20 pts
<u>Weekly Quizzes: (10 @ 5 pts. each)</u>	50 pts.
Project	150 pts.
TOTAL	300 pts.

ASSESSMENTS

1. REACTION/RESPONSE PAPERS ASSIGNMENTS: (4 assignments @ 20 pts. each)

Responsive Writing is an integral part of this learning experience. Since this class meets online in an asynchronous setting, students have limited reasons for not participating each week. Please note that many of you will find these activities exciting and will widen your scope of the definition of human trafficking. The responsive writing is expected to be approximately a page

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long and will have clear directions in D2L during the coordinating week, the item is due. At the graduate level, the expectation is that grammar and conceptual theoretical frameworks will be used appropriately.

2. DISCUSSIONS: (2 @ 10 pts. each)

The discussions will open when the course begins, and students will be expected to respond to the discussion post by Wednesday at 11:30 p.m. of the week it is assigned. Responding to the prompt can be done in advance. The response to the prompt should be 7-10 sentences in length, utilizing your critical thinking skills. This means you must cite either of the textbooks or use outside sources. The following has to be done during the week that the discussion is assigned: Additionally, you will need to respond to TWO of your peers' post between Thursday–Sunday at 11:30 pm. by responding to each of the two with a 3-5 sentence response, again using critical thinking skills which means that you will need to provide citations to back up what you have written. The discussion will close on Sunday at 11:30 p.m. Please remember that these discussions should engage you and your peers effectively. Remember, this is about learning and the desire to learn new topics of interest.

2. *UNIT QUIZZES (10 quizzes @ 5 points each/total: 50 points):*

Each week, you will submit a quiz. A quiz will consist of you providing FIVE points of interest that are found within the assigned reading from either text. Because it is so easy to put off reading assignments, especially during the summer, I have built these quizzes into the course to help you stay on task. It is essential to complete the readings and synthesize the information effectively. I not only expect you to name the area of interest but also to expand on it and explain your understanding of it, as well as why it stood out to you. You might also include implications for practice.

3. HUMAN TRAFFICKING PROJECT: (150 Total points with 50 pts for the Reflection paper and 100 pts for the Presentation)

This is an excellent opportunity for students to gain hands-on experience in the world of human trafficking. Students will be expected to work on a project related to human trafficking. The student must first obtain the instructor's approval regarding their desired project. The student may want to contact agencies associated with human trafficking issues to find out what resources might be available. The student will need to begin work on this project as soon as the summer session begins and may include, but is not limited to:

- Help with writing a grant in cooperation with and to support a local human trafficking social service agency
- Work with a local social service agency that serves victims of human trafficking to plan an event/support an event to gain public awareness of the growing issue
- Work with a social service agency that serves victims of human trafficking on a unique project
- Speak to a community forum on the growing issue of human trafficking locally and/or as it affects the micro, mezzo, and macro population. This might include a venue such as a network of providers, social service groups, community leaders, a state representative, or a group of legislative representatives, a city council meeting, etc. The list goes on and on.
- Volunteer as a blogger for a coalition or group aimed at educating and eradicating human

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- trafficking and blog for them over the summer
- Be creative and use your imagination to come up with something that aligns with your desire to learn about Human Trafficking. Meaning some will be interested in the Micro, Mezzo, or Macro area, depending on which area they gravitate to as MSW students

As you can see, the project is not something that can be done at the last minute. It will take some thought, time, and networking. However, what is gained from such an experience is far greater than one can imagine. The student will need to upload a presentation of the project to the D2L folder or a link to the presentation. The presentation will be made available to your peers during a Zoom meet-up with the class, and students are expected to attend and present their presentation. By uploading the presentation and presenting it, peers can view all the experiences, interact, ask questions, and become more informed. Be creative. This may include a video of the volunteer experience, pictures, or an interview. The student will also write a brief 1–2-page paper reflecting on the project, its impact on the student, practice, and society as a whole. This project provides an excellent opportunity for students to get involved and offers a creative means to do so. There are many grassroots organizations working to combat the problems of human trafficking, and this is your chance to be a part of that on some level. Numerous organizations are willing to help our students as volunteers.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

TECHNOLOGY-RELATED ISSUES

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

LEARNING MANAGEMENT SYSTEM (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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COURSE AND UNIVERSITY PROCEDURES/POLICIES

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

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ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

ACADEMIC INTEGRITY

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

USE OF ARTIFICIAL INTELLIGENCE

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

Furthermore, if your work is identified as AI-generated, whether written or paraphrased, I will only grade the portion of the paper that is not identified as AI-generated. For example, if a paper is identified as 75% AI-generated, only 25% of the grade will be awarded.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

STUDENTS WITH DISABILITIES-- ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for

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reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

NONDISCRIMINATION NOTICE

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

MENTAL HEALTH AND WELL-BEING

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code or go to

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https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

School of Social Work and Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade depend on Classroom attendance and Participation. Inadequate participation or a lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. Students must demonstrate mastery of content and active engagement to earn competency within a specific course.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, social work is built upon human interactions and building human relationships, defined as engagement. Engagement is interacting with the instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and the threshold of active engagement of the time set during a semester by the instructor.

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Instructors are experts in each course content area and set the standards for students to meet to complete the course successfully.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct*, and *National Association of Social Workers (NASW) Code of Ethics*.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or the Department Head. More serious offenses will be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves ethically and professionally. The social worker's compliance with the profession's ethical standards is closely linked with professional recognition. Professional social workers must be competent and ethical in practice if the profession is to maintain public trust. Each social work student must thoroughly understand the ethical principles that guide practice and actively demonstrate behavior in and out of the classroom. Student conduct is to reflect the NASW Code of Ethics tenets (<https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>.

University Code of Conduct is in the *Student Guidebook* at

<http://www.ETAMU.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website, under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students, refer to the Guidebook.

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COURSE OUTLINE /CALENDAR

Week	Topic for Week	Assignment/Activities: Supplemental Links to Readings of Testimonies to Congressional hearings by victims, video clips, Documentaries, etc., will be located within each week of the course.	Due Dates
1 June 1-7	Introduction to HT, Definition, Prevalence, Historical Perspective Zoom Meet/Greet Tuesday, June 3rd 7:00 pm	Slave Next Door (SND) Ch. 1, 9 Human Trafficking (HT) Ch. 1, 2	Due: June 7 th by 11:30 pm • Quiz #1
2 June 8-14	Introduction to HT, Definition, Prevalence, Historical Perspective	SND: Ch. 1, 9 HT Ch. 1, 2	Due by June 14 th by 11:30 pm • Discussion #1 Week 2 • Quiz #2
3 June 15-21	Labor Trafficking and Sociological Perspective/Underlying Causes	SND: Ch. 2,3,5 HT: Ch. 3, 6	Due: June 21st by 11:30 pm • Discussion #2 Week 3 • Quiz #3
4 June 22-28	Labor Trafficking and Sociological Perspective/Underlying Causes Zoom Meet-Up Tuesday June 23rd 7:00 pm	SND: Ch. 2,3,5 HT: Ch. 3, 6	Due: June 28 th by 11:30 pm • Mail-order Brides • Quiz #4
5 June 29- July 5	Sex Trafficking Sexual Exploitation of a Child And child trafficking	SND: Ch. 4 HT: Ch. 4, 5, 8	Due July 5th by 11:30 pm: • Quiz #5
6 July 6- 12	Organ Trafficking HT through Law Enforcement Lens:	HT: Ch. 17	Due July 12th by 11:30 pm • Organ trafficking • Quiz #6

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7 July 13-19	Minority/Gender influences	SND: Ch. 8 HT: Ch. 9,10	Due: July 19 th by 11:30 pm • Quiz #7 • Survey
8 July 20-26	Technology and HT/Financial Institutions' Role	HT: Ch. 15, 16	Due: July 26 th by 11:30 pm • Quiz #8 • HT Project
9 July 27- Aug 2	Eating, Wearing, Walking, and Talking, Supply/Demand/ Slaves In the Neighborhood Zoom on Presentations of HT Tuesday, July 28th, 7:00 pm	SND: Ch. 6, 7 HT: Ch. 14	• Out of Africa • Quiz #9 Due: August 2 nd by 11:30 pm
10 Aug 3-6	Policy: Domestic and Foreign and Responses Zoom on Presentations of HT Tuesday, August 4th 6:00 pm (If needed)	SND: Ch. 10 HT: Ch. 11, 13	Due: August 4 th by 11:30 pm • HT Project Presentation • Quiz #10

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